

1st Grade Language Arts

I. INTRODUCTION

This course provides students with a basis for development of composition skills and for a clear understanding of basic English grammar. This course emphasizes the system and orderliness of the language. Its emphasis on “system” helps students understand that language, a gift from God, reflects the **orderliness of His nature.**

II. COURSE GOALS

After having completed this grammar course, the student should have acquired an appreciation of language as a gift from God, reflecting His nature in being orderly, reasonable, and systematic. The student should be able to communicate clearly and effectively and should be able to use English correctly and appropriately. Upon completion of this course, the student should have developed an interest in the structure of our language and how to implement grammatical concepts that are appropriate to this grade level.

III. BIBLICAL GOALS

This course will allow the student to see the logical order in which God created language, both written and oral. The student will recognize that language is a gift from God. The student will also learn to use language as a tool for communicating God’s word to others.

IV. INSTRUCTIONAL OBJECTIVES

In Grade 1, students continue to develop their oral language and communication skills and move to becoming independent readers and writers. First grade students listen attentively and connect their experiences and ideas with information and ideas presented in print. Students listen and respond to a wide variety of children's literature, including selections from classic and contemporary works. The stories and informational books students hear introduce them to new vocabulary. Students recognize the distinguishing features of stories, poems, and informational texts. First grade students continue to develop their concepts of how print connects with spoken language. Students understand that spoken language is composed of sequences of sounds and that those sounds are represented by letters. Students can name the letters and know the order of the alphabet and associate sounds with the letter or letters that represent them. Students learn most of the common letter-sound correspondences and use this knowledge to help them decode written words. First grade students regularly read (both orally and silently) in texts of appropriate difficulty with fluency and understanding. Students demonstrate their comprehension by asking and answering questions, retelling stories, predicting outcomes, and making and explaining inferences. First grade students become adept writers. Students know the difference between words, sentences, and paragraphs. First grade students can organize their thoughts and ideas into complete stories or reports. Students use subjects and verbs and are able

to write complete sentences using basic capitalization and punctuation. First grade students become more proficient spellers as they learn to spell a number of high-frequency words and words with regularly spelled patterns. The students' messages move from left-to-right and from top-to-bottom and are written with increasing control of penmanship.

A. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

1. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate;
2. respond appropriately and courteously to directions and questions ;
3. participate in rhymes, songs, conversations, and discussions;
4. listen critically to interpret and evaluate;
5. listen responsively to stories and other texts read aloud, including selections from classic and contemporary works; and
6. identify the musical elements of literary language such as its rhymes or repeated sounds

B. Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

1. connect experiences and ideas with those of others through speaking and listening; and
2. compare language and oral traditions (family stories) that reflect customs, regions, and cultures.
3. Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:
4. choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate;
5. use verbal and nonverbal communication in effective ways such as in making announcements, giving directions, or making introductions;
6. ask and answer relevant questions and make contributions in small or large group discussions;
7. present dramatic interpretations of experiences, stories, poems, or plays; and
8. gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense.

C. Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

1. learn the vocabulary of school such as numbers, shapes, colors, directions, and categories;
2. use vocabulary to describe clearly ideas, feelings, and experiences;
3. clarify and support spoken messages using appropriate props such as objects, pictures, and charts; and
4. retell a spoken message by summarizing or clarifying.

D. Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:

1. use phonological knowledge to map sounds to letters to write messages;
2. use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points.

E. Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:

1. dictate messages such as news and stories for others to write;
2. write labels, notes, and captions for illustrations, possessions, charts, and centers;
3. write to record ideas and reflections;
4. write to discover, develop, and refine ideas;
5. write to communicate with a variety of audiences; and
6. write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain.

F. Writing/writing processes. The student selects and uses writing processes to compose original text. The student is expected to:

1. generate ideas before writing on self-selected topics;
2. generate ideas before writing on assigned tasks;
3. develop drafts;
4. revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images; and
5. use available technology to compose text.

G. Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage. The student is expected to:

1. use nouns, verbs, adjectives, adverbs, article adjectives, prepositions, object of prepositions in a sentence
2. compose complete sentences in written texts and use the appropriate end punctuation.
3. identify complete predicate and complete subject in a sentence

H. Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:

1. identify the most effective features of a piece of writing using criteria generated by the teacher and class;
2. respond constructively to others' writing; and
3. determine how his/her own writing achieves its purposes.

I. Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

1. record or dictate questions for investigating; and
2. record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas.

V. COURSE OUTLINE (SCOPE AND SEQUENCE)

The First Nine Weeks

The student will:

1. Introduce words under, over, by, above, beside, below, in, out, on, between, to, around, across, top bottom, right, left. Test, Review
2. Introduce jingles (sentence, complete sentences verb jingle, subject classifying sentences. Test
3. Introduce adverb, jingle with subject, noun, verb, adverb. Classifying sentences
4. Introduce adj. Review jingles. Classify sentences with adjectives. Test
5. Introduce article adjective. Review all jingles. Test subject, noun, verbs, adjectives, adverbs, article adjective
6. Introduce capitalization/ punctuation with rules
7. Review all jingles, classifying sentences capitalization days, weeks, months
8. Review capitalization, punctuation all jingles and classifying sentences

The Second Nine Weeks

The student will:

1. Classifying sentences using word bank. Jingle review. Test
2. Review jingles, introduce synonyms and antonyms, capitalization/ punctuation, writing sentence using word bank
3. Practice improves sentences- classifying sentences. Jingle review. Test
4. Jingle review. Building on sentences adding prepositions. Use box- prep and O.P. Synonyms, antonyms- capitalization/ punctuation

5. Introduce practice and improved sentence with prepositions. Review jingles. Test
6. Introduce new synonyms, and antonyms. Jingle review- writing sentences with word bank. Test
7. Introduce singular plural common noun- proper noun. Jingle review. Test
8. Jingle review – practice work review

The Third Nine Weeks

The student will:

1. Synonyms and antonyms- singular, plural. Common- proper nouns- capitalization/punctuation. Review jingles. Test
2. Synonyms/ antonyms review- jingle review. Common and proper nouns. Test
3. Review jingle- correct usage of a/ an- synonyms/antonyms- common and proper nouns. Correct punctuation identify topic sentences
4. Writing 2 point expository paragraph. Paragraphs form. Test
5. How to change plural categories to singular pint to a two point paragraph. Jingle review. Test
6. Practice and improve sentence. Jingle review-contraction isn't, aren't. Common/proper nouns-singular/plural. Jingle review
7. Unscramble sentences and classifying sentence- writing and completing expository paragraph. Test
8. Review jingles- classifying sentence contractions I'm, can't, don't, doesn't didn't. Jingle review. Test
9. Writing expository paragraph unscrambling sentences. Topic sentences. Jingle review. Test

The Fourth Nine Weeks

The student will:

1. Writing 2 point expository paragraph. Review jingles. Sentence review classifying sentences.
2. Identify simple subject and fragments. Matching subject parts to predicate parts. Test
3. Identify simple sentences fragment. Making into complete sentences. Test
4. Friendly letter (parts of letter) envelope (parts of envelope). Test
5. Writing thank you note. Review jingle. Test
6. Review jingles. Test. Classify sentences using sn, v, adv, adj, prep, obj of prep
7. Classifying sentences. Review jingles. Test
8. Review jingles. Classifying sentences using all of patter 3. Test
9. Review jingles

V. METHODOLOGY

- A. Group instruction
- B. Workbook pages
- C. Oral discussion
- D. Multisensory Games

VI. EVALUATION

- A. Workbook pages
- B. Teacher observation

VII. RESOURCES

- A. Multisensory Grammar & Written Composition, by Suzanne Carreker, 2002